DOCUMENT RESUME

ED 178 056 IR 007 798

AUTHOR Thornton, Philip F.
TITLE Impact of ESEA Title IV-C Projects on Education in West Virginia. Fiscal Year 1977-78 Report.
INSTITUTION West Virginia State Dept. of Education, Charleston. Bureau of Planning, Research, and Evaluation.
PUB DATE Aug 78
NOTE 37p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Basic Skills; *Demonstration Projects; Elementary Secondary Education; *Federal Aid; Skill Development; *State Surveys
IDENTIFIERS *Elementary Secondary Education Act; West Virginia

ABSTRACT

This report provides an overview of the impact that nine ESEA IV-C funded projects in West Virginia have had in relation to monies expended, individuals served, and continued support provided for them. These projects focused on skill development in grades K-12 and addressed three levels: basic, life, and enrichment skills. The instrument used in collecting data for this report is appended. (RAO)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178056

FISCAL YEAR 1977-78 REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IMPACT OF ESEA TITLE IV-C PROJECTS ON EDUCATION IN WEST VIRGINIA

REVIEWER

PHILIP F. THORNTON

J. Douglas Machesney
Assistant State Superintendent
BUREAU OF PLANNING, RESEARCH AND EVALUATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Philip F. Thornton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Daniel B. Taylor
State Superintendent of Schools
WEST VIRGINIA DEPARTMENT OF EDUCATION

AUGUST, 1978

IR001778

PREFACE

With the continuance of inflation and higher taxes, both taxpayers and legislators with increasing frequency want assurance of value received for the public monies expended. When the monies are expended for new and unproven programs and/or the development of new procedures and products, the request for assurance becomes intense. This report provides an overview of the impact of a specific group of projects which received funding over the past three years through Title IV-C of the Elementary and Secondary Education Act.

This year, as in previous years, each project reviewed had a different mission. To assist the reviewer in the management of the problem of ascertaining total program impact from diverse projects, each project director responded to a common instrument. Data, which were derived from the returned instruments, supplemented with information derived through personal conferences with project personnel, and requested addenda, became the base for this report on the impact of nine projects operating in their third year in 1977-78.

For the data and information necessary to write this report, I am indebted to the project directors and the state Title IV-C personnel.

Philip F. Thornton
Coordinator
Assessment and Evaluation

TABLE OF CONTENTS

	Page
PREFACE	iii
Section	
I. BACKGROUND	1
II. REVIEW OF REPORTED DATA AND INFORMATION	7
III. SUMMARY	15
APPENDIXES	17
A. Letter of Transmittal: Project Director Questionnaire: Project Director Survey	19
B. Map: Fiscal Year 1977-78 State Educational Regions County School Districts County School Districts Receiving Services Location of Projects Reviewed	31
C. Projects Reviewed and Addresses for Additional Information	35

I. BACKGROUND

The founders of our nation believed that ignorance and freedom could not coexist. Thomas Jefferson sought a tax supported system of free public schools through the Virginia Assembly but was unsuccessful. While Jefferson was unsuccessful, the Founding Fathers were unmistakably in favor of free public education supported by the state, and in little more than a century every state had a system of free schools.[1]

Free schools successfully met the challenges of the second century. These challenges came about as a result of urbanization, industrialization, and the great influx of non-English speaking immigrants.[2]

The federal government has always recognized its responsibility to education. An early, highly visible indication was an act signed by Abraham Lincoln which created the land grant colleges. Since the end of World War II, the federal government's direct grants to public education have become numerous with the Elementary and Secondary Education Act spawning perhaps the greatest visibility.

The landmark Elementary and Secondary Education Act (ESEA) originated from a task force appointed by President Johnson in 1964. The task force was charged with the responsibility for reviewing the problems and needs

---

[1]Gerald R. Ford, "Remarks of the President: Education's Role in Our Nation's Progress for the Future" NASSP Bulletin, LX, No. 400 (May, 1976), 1-2.

[2]Ford, "Remarks of the President: . . . ," 2.

in elementary and secondary education and for formulating and recommending possible solutions.[3] The report had great significance in the development of the first draft of the Elementary and Secondary Education Act legislation.

Two of the major thrusts set forth in the recommendations of the task force were support for large exemplary, demonstration projects and grants for their operation to external, non-educational agencies. In the legislative process, to placate opposition from established educational institutions and to reduce congressional opposition through improving the bill's political appeal, revisions were made which resulted in the creation of Title I. This title was designed to aid educationally deprived children in schools deriving a large segment of their enrollment from impoverished families and at the same time mollify traditional resistance to federally sponsored programs. Further, Title V, which provided a special allotment to strengthen state departments, was created to diminish powerful opposition from that quarter.[4] Thus, although the Title III purposes were central in the recommendations of the task force, it was moved to the background in the final legislation.

The original ESEA bill was signed into law on April 11, 1965 by President Johnson. Since that time, many modifications have occurred in the law and regulations. The noteworthy modifications are the assumption of major responsibility for administration by the states and the consolidation of a number of titles into new programs known as Title IV, Part B and Title IV, Part C. Under the consolidation the older Title III became a part of the new Title IV-C.

---

[3]The Ohio State University, "A change in Title III," Strategies for Educational Change Newsletter, II, No. 2 (November, 1967), 2.

[4]The Ohio State University, "A Change in Title III."

In Title IV, Part C, as was true in Title III, there is a requirement for evaluation. The need for an annual evaluation study of the impact upon education in West Virginia continues to be recognized by both State and national administrators.

Annual reports of the impact of Title III projects have been written since 1972. (The initial report summarized the impact Title III projects had upon education since the first projects were funded.) Although the format has varied from year to year, the intent of the yearly review remains to determine the type of impact and the extent of that impact upon education within West Virginia. Since 1974, the annual review has focused upon projects in their third year of operation. Following the same selection procedure, nine projects were reviewed for fiscal 1978.

The instrument for collection of data for the report was derived from an earlier instrument designed and developed by Dr. Philip Thornton, Coordinator of Evaluation. In the original development process, the instrument was subjected to numerous tests which included:

1. a review by Title III personnel from throughout the state, State Advisory Council members, State Department of Education personnel, and State Title III staff with subsequent revision;
2. a field test of the revised instrument and a subsequent second revision; and
3. a pilot test of the final draft and subsequent minor revisions.

The data which were returned on an earlier instrument in 1974, 1975, and 1976 were excellent. However, in consultation with Title IV-C staff at the state level, it was agreed that a reduction in the length of the instrument would not significantly reduce the usable data while greatly reducing the time required for completion. In 1977, this reduction was

accomplished by means of eliminating the verification data, asking for totals across organizational levels rather than by single organizational level, and placing individual questions into comprehensive tabular format.

As was true with the earlier instrument, a number of drafts of the instrument were reviewed and critiqued by the Title IV-C state personnel prior to requests of project directors to critique for clarity and feasibility of completion. Based upon these critiques, the form and content of the final instrument were decided. Minor modifications to the instrument were made prior to the 1978 director survey. Modifications were not substantive but refinements were made to avoid minor points of confusion to those completing the instrument.

Two copies of the instrument were mailed to the nine project directors in mid-May with a request that they be completed prior to the scheduled on-site visits in early June. At the on-site visitations, Title IV-C staff discussed, as needed, the director's responses and any problems or questions incurred. Most necessary modifications to the data were made on-site with protracted addenda following by mail to the coordinator. (A copy of the cover letter sent to directors with a copy of the instrument is shown in Appendix A.)

For the purpose of illustrating the geographic areas served by the nine projects, an outline map of West Virginia is provided in Appendix B. Additionally, the map serves to locate the counties serving as fiscal agents, the state education regions, and the county school districts.

The comments made in Section II of the review were derived from data and information submitted by the nine project directors to the specific items on the instrument, including related discussion at the on-site and addenda. Specific information about the projects may be obtained by

inquiry to the superintendent's office in the county which served as fiscal agent for a specific project (see Appendix C).

Section III provided highlights of the review through summarizing and concluding statements.

II. REVIEW OF REPORTED DATA AND INFORMATION

The review is based on data submitted by the directors of nine projects which were operating in their third year. Directors provided the data by responding to a questionnaire, discussion with the project personnel, and necessary addenda. Additional data was gleaned from records housed in the ESEA Title IV-C administrator's office. The order of the review corresponds to the order of the items on the questionnaire (see Appendix A).

The nine projects operated as innovative and exemplary projects over a three-year period at a total cost of $412,848. The cost by year for the projects was as follows: $144,280 in 1976, $136,917 in 1977, and $131,651 in 1978. These expenditures led to primary services[1] for 5,470 individuals over the three year period. Of this number, 4,587 were students; 52 were administrators; 808 were teachers, and 23 were classified as other. The other classification included supervisors, teacher aides, and teaching principals.

Many of the 5,470 individuals served were provided with more than one specific primary service. When the duplicated count[2] was made, 8,107

---

[1]Primary service refers to service to a group of persons who directly receive some service or program. If teachers receive inservice training for the secondary benefit of students, then teachers are the primary group and students the secondary group.

[2]In a duplicated count, each individual may be counted more than one time. In this case, some individuals were counted two or three times if services were received by them during a second and/or third year.

individuals were served by the nine projects. Students made up 4,466 of the number and were divided as follows: Kindergarten--407, elementary--2,723, junior high--1,243, and senior high--93.

The projects influenced many individuals who did not receive primary services. As an example, in many instances, teachers received training and were the primary recipients with the students indirectly receiving benefits from those teachers. Those receiving indirect benefits (secondary services[3]) included 17,123 students, 111 administrators, 1,213 teachers, and 12 adults. In a duplicated count the 17,123 students became 68,302. This number was divided among kindergarten (4,126), elementary (35,459), junior high (14,238), and senior high (14,479). The duplicated count of adults was comprised of 121 administrators, 2,539 teachers, and 101 others (2 aides, 3 psychologists, and 96 parents).

The nine projects which completed three years of operation in 1978 were widely dispersed. However, three Regional Education Service Agency (RESA) areas in the southern and western sections of the state did not have a project in the third year of operation (see Appendix B).

Since the initial funding of Title III projects (now Title IV-C) in the late 1960s, the cost (federal funds) of operating a project has decreased while the dependence upon local resources has increased. That is, the cost of personnel and equipment and materials has been assumed increasingly by local school districts. With the advent of increased local resources and smaller amounts of federal money, the result has been

---

[3]Secondary service refers to service to a group of persons who indirectly receive the benefits of some service or program. For example, if teachers receive inservice training for the ultimate benefit of students, the teachers would be primary recipients and students secondary recipients.

a localization of project operations. This was apparent in last year's review when three of the nine projects operated entirely within one school. This year, 1978, the trend toward smaller, local projects continues with eight of the nine projects confining activities to a single county. One of these eight operated exclusively within one school. The single exception was a project which provided services to a group of county school systems associated with a regional service agency (RESA). This lack of large multi-county projects has resulted in a reduction of direct services by individual projects to persons beyond very limited geographic regions of the state (see map, Appendix B).

In concert with the purpose of ESEA, Title IV-C staff of each project sought better and more efficient ways to develop student skills.[4] These skills ranged from basic through enrichment with four of the nine projects providing programs to strengthen them at two levels. Five projects were designed to strengthen basic skills; two were designed to strengthen life skills, and seven were designed to strengthen enrichment skills. Only one project did not seek to develop student skills. This project was designed to improve the learning environment through changes in the staff's attitude and teaching methodologies. The skill levels emphasized in the operational projects were in keeping with the stated student outcome (objective) as set forth in the project application. Table I summarized the level of student skills which were targeted by the nine projects.

---

[4]Skills are developed at three levels. Basic skills are competencies to meet minimum standards of reading, writing, and mathematics. Life skills are demonstrable capabilities to complete tasks encountered in adult life, such as completing a job application or keeping a check book. Enrichment skills are those which go beyond basic and life skills.

TABLE I

NUMBER OF PROJECTS WITH
GIVEN TARGETED SKILLS

Skill	In Planning	In Operation	No Plans
Basic	1	5	3
Life	2	2	5
Enrichment		7	2

Over the three-year period of project operation, project directors responded to a number of requests for information. Their response and resultant dissemination led to many followup visits. From within the areas receiving services from the nine operating projects, 34 formal requests for information and 104 visitors were recorded on the registers maintained by the directors. Additionally, literally hundreds of persons observed the materials and products and viewed the project plans at state-wide conferences, parent-teacher association meetings, local civic organizations, and local educational meetings. In many instances, project information was disseminated on a routine basis to local professionals, thus reducing the necessity for visits.

Most requests for information and most visitors categorized as from outside the area served, but within state, were from the surrounding counties. This occurred as a result of a general restriction upon dissemination to the area served. In this category, there were 106 requests for written information and 156 recorded visitors.

Forty-one requests for information and ten visitors from other states were recorded. This may be considered positively since planned and

actual dissemination was restricted to the state. Further, the annual budgets of each project were relatively small: $3,000 to $35,735 annually. If the $35,735 is skipped, the range becomes $27,548 to $3,000. The mean annual funding was $15,291.

Two of the nine projects were deemed successful enough to receive in-state validation.[5] This will provide an extra year of funding for dissemination of the successful methodologies, materials, and equipment throughout the state. Where sufficient interest is generated personnel from the two projects will cooperatively work with Title IV-C state staff to replicate the project in other school systems.

Eight of the nine operational projects produced at least one product[6] over the three year period. The ninth project has a product in the planning stage. The final document will review the developed outdoor ecology based science program. It will include information on activities by grade level (K-8), necessary equipment, and supplementary filmstrip. Five have produced guides, manuals, or handbooks which will be useful to others in a replication process. Students in one project produced a large quantity of materials to be used by students and teachers in other county schools. The students were encouraged to follow their diverse interests which resulted in a wide array of models, filmstrips, films, pamphlets, posters, taped information, and games for learning.

The end product of one project which focused on reading skill development

---

[5]Validation is a process whereby external educators, through an on-site visit, verify the successful practices of a project and certify their potential for successful replication in other school systems.

[6]Product refers to programs, methods, techniques, ideas, equipment, and materials developed to improve the success of the project (assist in meeting objectives).

in the content area was a series of reading units. The reading units were designed to encourage reading instruction in all subject fields in grades 7-12. A complete guide for a course of study (grades K-3) in Appalachian folk music was written as a result of experiences of the director and staff in a rural county. The manual provides complete guidelines for instructing students on the harmonica, dulcimer, fiddle, and banjo. The manual also contains instructive information on creative drama in ballad teaching, the dulcimer in the classroom, aural dramas of ballad stories, and ear training. Slide-cassette packets dealing with the dulcimer and folk artists have been prepared to accompany the folk music guide.

The purpose of one project was to expand the learning environment of K-5 students in the natural sciences through utilization of the out-of-doors. The discovery technique was incorporated along with independent study. A curriculum guide was written which provides details of the out-door program. One project was regional, i.e., a project serving multiple counties. The purpose of the project was to reduce or alleviate deficiencies in mathematics at various levels. As an outcome of the three-year operation, a number of manuals and pamphlets were produced to assist administrators and teachers improve mathematics instruction. The available documents include: a handbook for designing a mathematics curriculum (for non-mathematics specialists), a pamphlet on computer programming and evaluation design and a pamphlet on activities for math field days.

One project differed from the other eight with respect for the primary target of project effort. Effort was expended toward administrative staff development. The products were two manuals designed to increase administrative efficiency. One, a guide to assist principals with the task of personnel evaluation, was developed after input from all

principals, central office staff, and consultants. The second, a guide dealing with management by objectives, was produced to assist administrators establish appropriate management goals as a means to greater efficiency.

All nine of the project directors reported plans to continue the project activities without outside funding. Seven indicated continuance would be at 100 percent of the previous level while the remaining two projected levels of 200 percent and 50 percent. The most common reasons for continuance was attributed to the project developed materials, programs, and providing a viable, sound curriculum. The fact that Title IV-C regulations require records of development, descriptions of activities, and a review of the success makes it easier to convince the school boards that the programs are worthy of continuance.

Three of the nine project directors reported the extensive use of innovative or exemplary program elements, methods, techniques, or ideas which were first produced and used by others. Two music projects extensively adapted and adopted from others. Adoptions of note were the Suzuki violin techniques, arrangements and instruments developed by Dr. Carl Orff, arrangements of the Kodaly-type for folk songs, and a shape note reading method. The third project to adopt used the National Computer Systems (Minneapolis, Minnesota) design for mathematics.

Two of the nine projects were validated by a five-member team. The task of the team, consisting of a member of ESEA Title IV State Advisory Council, and evaluation specialist, and three substantive specialists--one each from the Department of Education, higher education, and elementary-secondary education--was to ascertain that project activities did indeed produce measurable student change. After an on-site visit, the team voted to fund the two projects for an additional year for the purpose of

disseminating their proven procedures and activities. Since the fourth year will be devoted to dissemination, the impact of these two projects should be greater in the coming year than in past years. The two validated projects were Folk Music Course Development and Regional Math Improvement Project (see Appendix C for addresses).

III. SUMMARY

The ESEA Title IV-C impact study was limited to those projects which were operating in their third year in fiscal year 1977-78. There were nine projects meeting the criteria.

The following is a summary of the impact of the third year projects which is presented in the order of the more lengthy narrative in Section II.

- For an expenditure of $144,280 in 1976, $136,917 in 1977, and $131,651 in 1978, 5,470 individuals received primary services with 4,567 of the number being students. The second largest group to receive primary services was teachers--808.
- When the duplicated count was made, 8,107 individuals were provided with primary services.
- The majority of the duplicated count were students (4,466) with a distribution among the levels as follows: kindergarten--407, elementary--2,723, junior high--1,243, and senior high--93.
- Indirect benefits (secondary services) were received by 17,123 students, 111 administrators, 1,213 teachers, and 12 other adults (unduplicated count).
- When those receiving more than one indirect benefit (secondary services) were counted (duplicated count) the total number of students was 68,302. Two thousand seven hundred sixty-one adults were recipients of secondary services with teachers comprising the majority of the group (2,539).
- As was true in the case of primary services, students at the elementary level (35,459) received the larger share of secondary services (duplicated). The number of junior high and senior high students receiving services were about equal, 14,238 and 14,479, respectively. Kindergarten had 4,126 recipients.

- A comparison of the cost of operating projects in the past with those in 1977-78 indicated a continuing decrease in the average expenditure of funds per project. This has produced a lessening of the scope of projects and a large monetary commitment by the local agencies for material and personnel costs. The result has been three-fold: 1) projects have become more localized; 2) projects have increased in number and dispersion at no increase in federal dollars; and 3) a larger portion of the project activities are now continued after federal funding ceases.

- Eight projects sought to improve student skills with seven working on those at the enrichment level, five attempting to improve basic skills, and four assisting students at more than one skill level.

- The number of recorded requests for information was 34 from within the areas served, 106 from outside the areas served but within state, and 41 from outside West Virginia.

- The number of recorded visitors to the projects was 104 from within the areas served, 156 from outside the areas served but within state, and 10 from outside West Virginia.

- Eight of the nine projects have produced products which are ready for dissemination. Five have produced guides, manuals, or handbooks. These publications dealing with instruction in folk music, instruction in the out-of-doors, instruction in mathematics, increasing administrative efficiency, and developing reading units in the content areas are ready for dissemination. Other products included tapes, films, slides, pamphlets, and games designed to motivate the learner.

- All nine project directors report plans to continue the project activities. Only one will be continued at less than 100 percent of the past operational level.

- Three projects adopted exemplary practices from outside sources. Through these adoptions Suzuki violin techniques were introduced; the Orff arrangements and instruments were introduced; and the Kodaly-type arrangements for folk songs were introduced.

- Two projects were able to provide evidence which indicated positive student changes were brought about by project activities. These projects were given State validation. Validation provides funds for a fourth year of operation to disseminate the successful activities and products throughout the state.

APPENDIXES

APPENDIX A

- Letter ot Transmittal:
  Project Directors
- Questionnaire:
  Project Director Survey

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

May 16, 1978

[A SIMILAR LETTER WAS SENT TO EACH PROJECT DIRECTOR]

Mr. Richard Beck, Director
Outdoor Sciences, Awareness and
Appreciation
Sistersville Pike
West Union, West Virginia 26456

Dear Mr. Beck:

In accordance with Federal law, the State provides the U.S. Office of Education with an annual report on the statewide impact of ESEA Title IV-C projects on education. Information for the report is derived from data supplied to this office by directors of those projects operating in their third year.

The data supplied to this office is provided by means of a questionnaire, Survey of Impact of ESEA Title IV-C Projects. Two copies of this questionnaire are enclosed. One copy is to be returned to me, and one is for your files. Complete the questionnaires as you prepare your data and reports for your upcoming on-site visitation. Dr. Alpha E. Wilson, Administrator of ESEA IV-C, has informed me that the visit will be scheduled in early June.

On the day of the on-site, the visiting team will discuss your responses and any problems or questions you may have relative to the questionnaire. If necessary, I will meet with you immediately following the visiting team's deliberations to assist you with any necessary modifications.

In the general directions (top of page 1), you will note that I have asked you to " . . . provide answers to each question to the best of your knowledge." This does not mean you will have data for each blank. Your project is different from all other projects, and this makes it impossible to develop a common instrument that can be completed in entirety for all projects. The instrument is a compromise to obtain the greatest amount of data by using a common form. If an item does not apply, mark the space NA.

If you should have questions regarding completion of the questionnaire, please contact me. Telephone--348-2651.

Thank you in advance for supplying data for the annual report.

Sincerely,

Philip F. Thornton, Coordinator
Assessment and Evaluation
Bureau of Planning, Research
and Evaluation

PFT:be

Enclosure

SURVEY OF IMPACT OF ESEA TITLE IV-C PROJECTS

PROJECT NAME: _____

COMPLETED BY: _____
(Name and Title)

DATE: _____

DIRECTIONS: Please provide answers to each question to the best of your knowledge. The questions in this survey seek data regarding the operation and influence of your project since its inception. Your response to these questions is critical to the development of a summary of the impact of ESEA Title IV-C. Your careful response is appreciated.

1. Your project offers primary service[a] to individuals and/or groups of individuals.

   Unduplicated Count[b]
   Provide in the spaces that follow the total number of individuals (unduplicated count[b]) served[c] with primary services in each indicated group.

   _____ students, _____ administrators, _____ teachers, _____ other (_____)
   Identify

2. Your response to number 1 identifies the groups served and the unduplicated[b] count of those served in each group.

   Chart I: Duplicated Count[d]

   Provide in the chart that follow the number of individuals (duplicated count[d]) served[c] with primary services at each indicated level of training and/or service.

   . . . . . *If students, provide the number served at each level.*

   . . . . . *If adults, provide the number served (by level of training) who received training or services for the purpose of assisting students.*

Chart I: Duplicated Count[d]

Level of Training and/or Service	NUMBER RECEIVING TRAINING AND/OR SERVICE				
	Students	Administrators	Teachers	Other (Identify)	Total
A. Kindergarden					A.
B. Elementary					B.
C. Junior High					C.
D. Senior High					D.

NOTE: The total of the figures entered on Chart I for each level (i.e., A, B, C, and D) can be equal to or larger than the corresponding figure you provide in response to number 1, but this total cannot be smaller. If the total is smaller, recheck your data; you have made a mistake.

[a]Primary service. Refers to service to a group of persons who directly receive some service or program. If teachers receive inservice training for the secondary benefit of students, then teachers are the primary group and students the secondary group.

[b]Unduplicated count. Each individual is counted only one time, even if they receive more than one distinct service or program.

[c]Total number served. This means the total number of individuals served during the operational lifetime of the project, i.e., generally for a three year period.

[d]Duplicated count. Each individual may be counted more than one time. The student may be counted more than one time if more than one distinct service or program is received. The adult may be counted at more than one level if training or service (adult) will result in assistance to students at more than one level, and the adult may be counted more than once within a single level if more than one distinct service or program is received.

3. Your project offers secondary service[a] to individuals and/or groups of individuals.

Unduplicated Count[b]
Provide in the spaces that follow the total number of individuals (unduplicated count[b]) served[c] with secondary services in each indicated group.

_____ students, _____ administrators, _____ teachers, _____ other (_____)
Identify

4. Your response to number 3 identifies the groups receiving secondary service and the unduplicated[b] count of those receiving secondary service in each group.

Chart II: Duplicated Count[d]
Provide in the chart that follows the number of individuals (duplicated count[d]) served[c] with secondary services at each indicated level of training and/or service.

. . . . . *If student, provide the number served at each level.*

. . . . . *If adults, provide the number served (by level of training service) who received such training or services for the purpose of assisting students.*

Chart II: Duplicated Count[d]

Level of Training and/or Service	NUMBER RECEIVING TRAINING AND/OR SERVICE				
	Students	Administrators	Teachers	Other (Identify)	Total
A. Kindergarden					A.
B. Elementary					B.
C. Junior High					C.
D. Senior High					D.

NOTE: The total of the figures entered on Chart II for each level (i.e., A, B, C, and D) can be equal to or larger than the corresponding figure you provide in response to number 3, but this total cannot be smaller. If the total is smaller, recheck your data; you have made a mistake.

[a]Secondary service. Refers to service to a group of persons who indirectly receive the benefits of some service or program. For example, if teachers receive inservice training for the ultimate benefit of students, the teachers would be primary recipients and students secondary recipients.

[b]Unduplicated count. Each individual is counted only one time, even if they receive more than one distinct service or program.

[c]Total number served. This means the total number of individuals served during the operational lifetime of the project, i.e., generally for a three year period.

[d]Duplicated count. Each individual may be counted more than one time. The student may be counted more than one time if more than one distinct service or program is received. The adult may be counted at more than one level if training or service (adult) will result in assistance to students at more than one level, and the adult may be counted more than once within a single level if more than one distinct service or program is received.

5. Your project serves [*Mark (X) all that apply.*]

_____ one school, _____ multiple schools, _____ one county, _____ more than one county.

6. Your project is designed to develop student skills.

_____ Yes _____ No

If Yes, Mark (X) one box in each row in Chart III

Chart III: Student Skills

Skill[a]	In Planning	In Operation	No Plans
A. Basic			A.
B. Life			B.
C. Enrichment			C.

7. Your project has had requests for information concerning the use of innovative or exemplary programs, practices, methods, techniques, and ideas as well as information concerning products developed. Also, you have had visitors seeking indepth, on-site information.

In Chart IV below, fill in the number of requests for information and the number of visitors by source.

Chart IV: Requests and Visitors[b]

Source of Request	Number of	
	Information Requests	Visitors
A. Within Areas Served		A.
B. Outside Area Served		B.
C. Outside of State		C.

[a]Skills. Basic skills are competencies to meet minimum standards of reading, writing, and mathematics. Life skills are demonstratable capabilities to complete tasks encountered in adult life, such as completing a job application or keeping a check book. Enrichment skills are those which go beyond basic and life skills.

[b]Requests and Visitiors. This means the total number of requests for information and the total number of visitors during the operational lifetime of the project.

8. Your project may develop or have completed development of product(s)[a]

____ Yes, there are either plans for or developed products.
____ No, there are no plans for or developed products.

If Yes, list products in Chart V and answer the related questions.

Chart V: Planned or Developed Products

Is the Product . . .		Product (*If Additional Space is Needed, Use Number and Identify on Backside*)	Is it being used by . . .					
			School Unit(s)[b] Served by the Project?		Other School Unit(s) in State?		Other School Unit(s) out of State?	
Planned? (*Use An 'X'*)	Developed? (*Use An 'X'*)		Yes (*Give No. of Subjects*)[c]	No (*Use An 'X'*)	Yes (*Give No. of Subjects*)	No (*Use An 'X'*)	Yes (*Give No. of Subjects*)	No (*Use An 'X'*)

[a] Product. Refers to programs, methods, techniques, ideas, equipment, and materials developed to improve the success of the project (assist in meeting objectives).
[b] School Unit. Refers to a classroom, a school, a local district (county school system) or a state school system.
[c] Subject. Refers to those persons primarily served (or given a service) by the project. This would include, but not be limited to, administrators, students, and teachers. *Please provide total number for each identified product.*

(Please duplicate when additional sheets are needed)

Chart V: Planned or Developed Products . . . *Continued*

After Federal Funding Ceases, Will the Product be Used by the School Unit(s) Served?			Comments:
Yes . . .		No . . .	
Give Level of Continutation as Percent of Present Operation	*Give Reason for Continuation*	*Give Reason for Discontinuation*	

(Please duplicate when additional sheets are needed)

9. Your project may have used innovative or exemplary program elements[a], methods, techniques, or ideas (practices[b]) not produced by the project.

____ Yes, the project has used practices not produced by the project.
____ No, the project has not used practices which were produced outside the project.

If Yes, list those innovative or exemplary practices in Chart VI and provide the requested information about each.

Chart VI: Innovative or Exemplary Practices

Practice Was Derived From . . .					Innovative or Exemplary Practice *(If Additional Space is Needed, Use Number and Identify on Backside)*	As a Result of Your Project, the Practice is Being Used by . . .					
Title IV-C Project		Other Federal Programs . . .		Other Sources		School Unit(s)[c] Served by the Project . . .		Other School Unit(s) in State . . .		Other School Unit(s) out of State . . .	
Inside State *(Use 'X')*	Outside State *(Use 'X')*	Inside State *(Use 'X')*	Outside State *(Use 'X')*	*(Use 'X')*		Yes *(Give No. of Subjects)*[d]	No *(Use 'X')*	Yes *(Give No. of Subjects)*	No *(Use 'X')*	Yes *(Give No. of Subjects)*	No *(Use 'X')*

[a] Program element. One of the identifiable programs within the total operational project.
[b] Practices. Includes all innovative and exemplary program elements, methods, techniques, or ideas not produced by the project but used by the project.
[c] School Unit. Refers to a classroom, a school, a local district (county school system), or a state school system.
[d] Subject. Refers to those persons primarily served (or given a service) by the project. This would include, but not be limited to administrators, students, and teachers. *Please provide total number for each identified product.*

(Please duplicate when additional sheets are needed)

Revised: BPRE
4-10-78
PFT

Chart VI: Innovative Or Exemplary Practices . . . *Continued*

After Federal Funding Ceases, Will the Practice be Used by the School Unit(s) Served?			Comments:
Yes . . .		No . . .	
Give Level of Continuation as Percent of Present Operation	*Give Reason for Continuation*	*Give Reason for Discontinuation*	

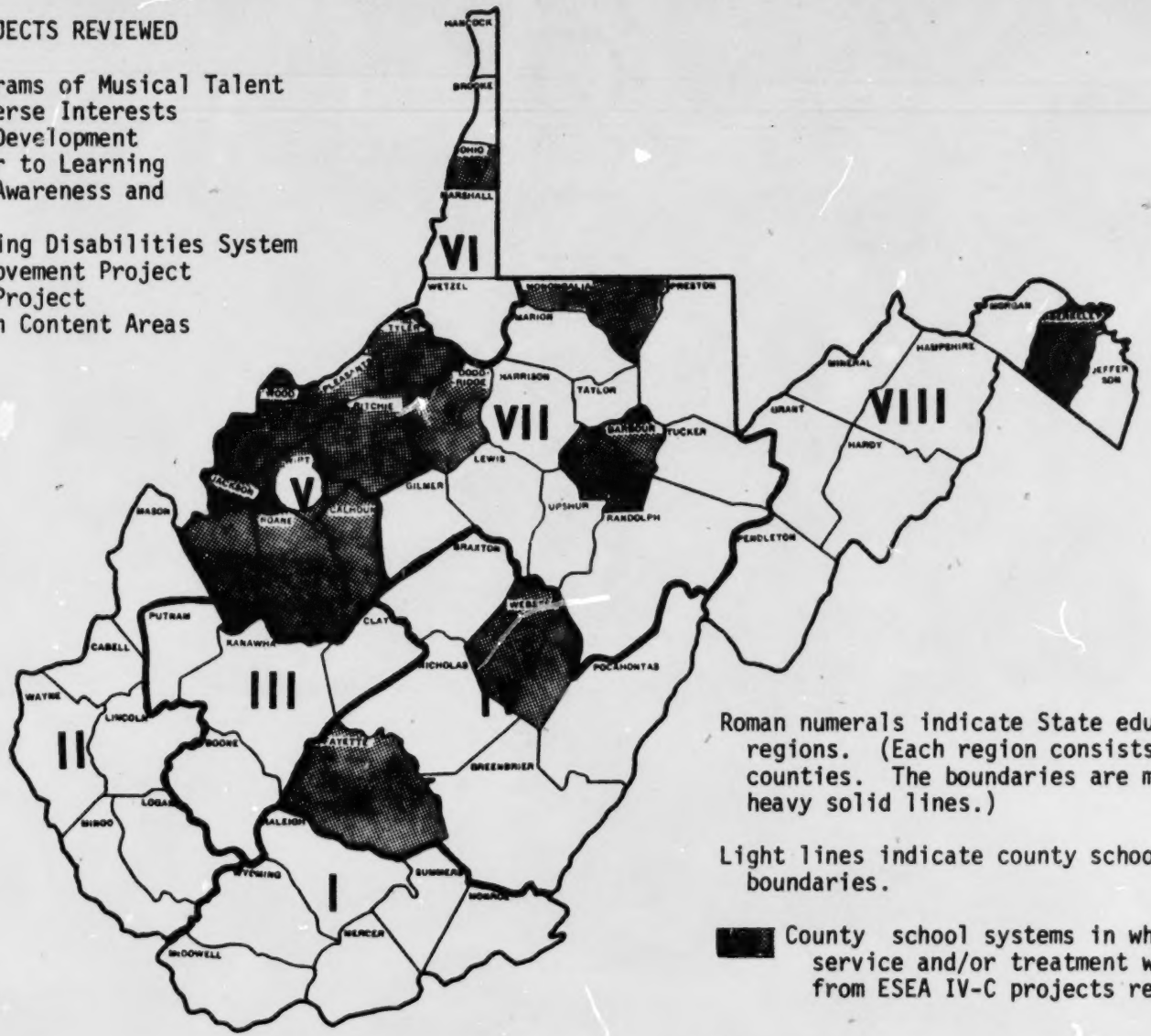
(Please duplicate when additional sheets are needed)

APPENDIX B

- Map: Fiscal Year 1977-78
  State Educational Regions
  County School Districts
  County School Districts Receiving Services
  Location of Projects Reviewed

LOCATION OF PROJECTS REVIEWED

a/Developmental Programs of Musical Talent
b/Exploration in Diverse Interests
c/Folk Music Course Development
d/Opening the Outdoor to Learning
e/Outdoor Sciences, Awareness and Appreciation
f/Prescriptive Learning Disabilities System
g/Regional Math Improvement Project
h/Staff Development Project
i/Teaching Reading in Content Areas



Roman numerals indicate State educational regions. (Each region consists of several counties. The boundaries are marked with heavy solid lines.)

Light lines indicate county school district boundaries.

County school systems in which some service and/or treatment was received from ESEA IV-C projects reviewed.

State Educational Regions, County School Districts, County School Districts Receiving Services and Projects Reviewed